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AUTHOR Altschuld, James W.; And Others
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ABSTRACT

This module of the staff training series deals with the practical problems that arise when setting a framework for effective staff development, by concentrating on a number of experiential activities for accomplishing the staff development mission. Presented among the strategies for accomplishing total staff development are field trips to work sites, memos, house organs, newsletters, cooperative peer observation to develop positive attitudes, workshops, seminars, professional meetings, interaction with community members, and continuing education. Workshops are emphasized as an inservice strategy. Brainstorming, case studies, demonstrations, group discussions, and "in-basket" techniques are suggested as appropriate workshop session learning activities. Key ideas presented include the concepts that staff development is a support function, that staff development cuts across all phases of the program (planning, implementing, and evaluating), and that it should occur frequently (five to six times a year or more) if it is to be effective. (NEC)

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MODULE NINE

FACILITATOR'S GUIDE TO STAFF TRAINING FOR THE RURAL AMERICA SERIES

MODULE IX: STAFF DEVELOPMENT

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Cooperative Rural
Career Guidance
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THE NATIONAL CENTER
FOR RESEARCH IN VOCATIONAL EDUCATION
THE OHIO STATE UNIVERSITY
1960 KENNY ROAD • COLUMBUS OHIO 43210

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- Generating knowledge through research
- Developing educational programs and products
- Evaluating individual program needs and outcomes
- Installing educational programs and products
- Operating information systems and services
- Conducting leadership development and training programs

**FACILITATOR'S GUIDE TO STAFF TRAINING
FOR THE *RURAL AMERICA SERIES***

MODULE IX: STAFF DEVELOPMENT

James W. Altschuld
Valija Axelrod
Karen S. Kimmel
Harry N. Drier
Walter M. Stein
Judith A. Sechler

The National Center for Research in Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

October, 1978

COOPERATIVE RURAL CAREER GUIDANCE SYSTEM

Consortium Staff

The National Center for Research in Vocational Education

Harry N. Drier
James W. Altschuld
Karen S. Kimmel
Valija Axelrod
Walter M. Stein

Robert E. Taylor, Executive Director

Project Director
Assistant Project Director
Program Assistant
Graduate Research Associate
Graduate Research Associate

Northern Michigan University

Charles E. Weaver
Joan C. Blank
Sandra Hampton

Wilbert A. Berg, Dean, School of Education

Project Director
Project Assistant
Project Assistant

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Project Officer, David H. Pritchard

The National Center for Research in Vocational Education

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Northern Michigan University

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FOREWORD

The National Center for Research in Vocational Education has been actively developing materials for the special guidance program needs of rural and small schools since 1975. During the ensuing period, a 16-volume set of career guidance program materials for rural and small schools entitled the *Rural America Series* was produced. The development and original production were funded by the U.S. Office of Education, Bureau of Occupational and Adult Education, Part "C," Vocational Education Act of 1963 as amended Research Legislation. Since its completion, the *Rural America Series* has enjoyed widespread national distribution with over 1,200 sets now in the field. In 1976-1978 the National Center in conjunction with Northern Michigan University was funded to test the planning process contained in the Series and to develop several supplemental materials.

One such supplement is the *Facilitator's Guide to Staff Training for the Rural America Series*. It consists of 18 separate modules of which this document is one. The *Guide* is designed to assist state department of education personnel, guidance supervisors, and guidance counselors in training others to understand and utilize the *Rural America Series*. Each module of the *Guide* may be used independently or collectively in staff development activities. All parts of the *Guide* have been thoroughly tested in statewide workshops sponsored by the states of Florida, West Virginia, Ohio, Illinois, Iowa, Arkansas, Kansas, Washington, Idaho, Wyoming, and the territory of American Samoa. Each workshop was carefully evaluated and suggestions from workshop participants were used to modify and improve the *Guide*.

This module, "Staff Development," deals with the practical problems that arise when setting a framework for effective staff development by concentrating on a number of experiential activities for accomplishing the staff development mission. As a part of the *Guide* it should prove to be a valuable asset for the professional development of rural and small school counselors and educators as they plan, implement, and evaluate career guidance programs for their students.

Robert E. Taylor
Executive Director
The National Center for Research
in Vocational Education

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ACKNOWLEDGEMENTS

National Advisory Committee

Everett Edington, Director, ERIC/CRESS, New Mexico State University, Las Cruces, New Mexico

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Bruce Kingery, International Union—United Auto Workers, Education Department, Solidarity House, Detroit, Michigan

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Gaylor Unbehaun, Superintendent of Schools, Brillion Public Schools, Brillion, Wisconsin

Gary Walz, Director, ERIC/CAPS, University of Michigan, Ann Arbor, Michigan

Barbara Thompson, Superintendent, Wisconsin Department of Public Instruction, Madison, Wisconsin

Editor

Joan McQueeney Mitric, The National Center for Research in Vocational Education, Columbus, Ohio

Reviewers

Bill Braden, Director, Unit of Occupational Guidance, Kentucky Department of Education, Frankfort, Kentucky

Marilyn Jacobson, Project Director, School of Education, Northwestern University, Evanston, Illinois

Louis Perry, Coordinator of Exemplary Programs, Kentucky Department of Education, Frankfort, Kentucky

R. C. Storck, Counselor, Somerset State Vocational-Technical School, Somerset, Kentucky

Jo Ann Story, Counselor, Somerset Community College, Somerset, Kentucky

Fred L. Williams, Supervisor, Division of Vocational Education, Ohio Department of Education, Columbus, Ohio

MODULE IX: STAFF DEVELOPMENT

Module Overview

Instructional Time

Approximately 1 hour

Module Description

In order to have an effective career guidance and counseling program, individuals involved in planning, implementing, and evaluating the program need to have skills and competencies in a variety of areas. A well planned staff development program meets these needs. The topic of staff development is introduced by having participants describe in-service activities they have participated in. This activity leads to a discussion of skills needed by staff to plan, develop, implement and evaluate a career guidance program. Various strategies that can be used in a staff development program are presented and discussed. Workshops are emphasized as an in-service strategy.

Goals and Objectives

Participants will:

Goal 1 Gain an understanding of the role of staff development in a comprehensive career guidance program.

Objective 1.1 Identify competencies staff need to plan, implement, and evaluate a comprehensive career guidance program.

Objective 1.2 Plan staff development activities required for program implementation.

Agenda

5 min.	Introduction	Large Group Presentation	
25 min.	Setting a Framework for Staff Development	Large Group Presentation and Discussion	IX-5
30 min.	Staff Development Strategies	Large Group Presentation and Discussion; Pair Activity	IX-7
5 min.	Summary	Large Group Presentation	IX-11

Module Evaluation

One technique for evaluating this module would be to assess participant receptivity to it by using a Likert-type scale. An example of this scale for this module is found in Appendix A.

Another technique is to carefully monitor the extent of participant involvement in group discussions as well as the number of participants contributing. Lastly, if this module is used independently of others the module-specific questionnaire contained in the participant materials section of the module should be administered. If it is part of an extended (multiple day) workshop then the questionnaire included in the Appendix is recommended for use.

Relationship to *Rural America Series*

See next page.

THE RURAL AMERICA SERIES (HANDBOOKS)

PROBLEM IDENTIFICATION

Support Information	Planning Process
State of the Art	Planning and Implementation
Model	Needs Assessment
Career Guidance Resources	Behavioral Objectives
	Resource Assessment
	Evaluation

PROBLEM RESOLUTION

Career Guidance & Counseling Strategies	Support Functions	Supplemental Areas
Career Counseling	Staff Development (Module IX)	Facilitator's Guide
Desk Reference	Community Relations and Involvement	Cooperative Agreements
Individualized Counseling and Placement	Community Perspectives	Case Studies
Transitional Career Placement		
Career Guidance Practices		

Staff development, the topic of this module, is an important aspect of any career guidance program. All persons involved in planning and implementing a career guidance program should have appropriate skills to conduct the activities. One responsibility of those in charge of the guidance program is to insure that everyone has needed competencies. The staff development handbook describes how to provide necessary experiences. It should be noted that although staff development is placed in the problem resolution phase of the *Rural America Series* it cuts across all handbooks of the series. Staff development is an integral part of all program activities.

ACTIVITY TITLE:

Setting a Framework for Staff Development

DURATION:

25 minutes

FACILITATOR OUTLINE	NOTES
<p>A. Initial Activities</p> <ol style="list-style-type: none"> 1. Ask participants to describe unique staff development programs in which they have been involved. 2. Write responses on chalkboard. 3. Summarize responses—bring out the following: <ul style="list-style-type: none"> • Type of staff development activities • Skills acquired through staff development activities <p>B. Who Is Staff?</p> <ol style="list-style-type: none"> 1. Ask participants to indicate who they consider to be staff in a career guidance and counseling program. Record their answers. 2. Give the definition for staff provided in the staff development handbook, i.e., all individuals involved in planning, developing, implementing, and evaluating a career guidance and counseling program are considered staff. <ul style="list-style-type: none"> • Teachers • Counselors • Administrators • Non-professional staff • Students • Parents • Other community members 3. Indicate that the last four populations are not traditionally thought of as staff, but if they are actively involved in the career guidance and counseling program they should be thought of in this light. <ul style="list-style-type: none"> • Example, students involved in identifying resources are taking part in planning the program. 4. Compare the list of staff provided by participants with the list given in number 2 above. <p>C. Why have Staff Development?</p> <ol style="list-style-type: none"> 1. Staff development programs are designed to promote professional growth. 	<p>p. 1, <i>Staff Development</i></p>

FACILITATOR OUTLINE	NOTES
<ul style="list-style-type: none"> • Through a planned staff development program, staff receive needed skills. • Through a planned program staff can exchange ideas. <p>2. Certain competencies are needed by staff to plan, develop and deliver career guidance programs.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Refer participants to Appendix A of <i>Staff Development</i> for a list of staff competencies.</p> </div> <ul style="list-style-type: none"> • Competencies are needed in all areas. The following is a sample list from Appendix A. <ul style="list-style-type: none"> — Planning <ul style="list-style-type: none"> * Know effective public relations techniques. * Convey the concept of career guidance to the community. * Organize the development of a career guidance committee composed of staff members, students, parents, and community leaders. — Evaluation <ul style="list-style-type: none"> * Administer ability, interest, and achievement tests to students. * Report results of evaluation. — Career Guidance Practices <ul style="list-style-type: none"> * Integrate career guidance activities into the curriculum. * Coordinate career guidance curriculum development. • All staff members do not require the same competencies. The skill needed depends upon the activity in which the person is involved. 	<p>p. 53</p>

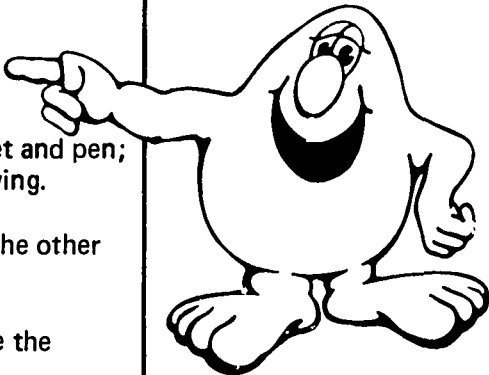

ACTIVITY TITLE:

Staff Development Strategies

DURATION:

30 minutes

FACILITATOR OUTLINE	NOTES
<p>A. What Are Staff Development Strategies?</p> <div data-bbox="161 542 967 634" style="border: 1px solid black; padding: 5px;"> Ask participants to brainstorm strategies for staff development programs. Write responses on chalkboard. </div> <div data-bbox="161 661 967 753" style="border: 1px solid black; padding: 5px;"> Refer participants to the handout, "Staff Development: Doing the Job," p. IX-14. </div> <ol style="list-style-type: none"> 1. Review the strategies presented in the handout and emphasize that staff development can take many forms. 2. Indicate that strategies or "workable ideas" can be used with different populations. <div data-bbox="161 974 962 1066" style="border: 1px solid black; padding: 5px;"> Refer participants to Chapter VII of <i>Staff Development</i> for a list of workable ideas. </div> <ul style="list-style-type: none"> • Explain that although workshops are an often used strategy, a comprehensive staff development program should contain other elements. <p>Read a few examples from these pages</p> <ul style="list-style-type: none"> – Establish a library related to guidance, counseling, placement, follow-up and follow-through. – Have counselors and guidance personnel visit work sites. – Set up situations where teachers can visit classrooms in which career guidance is well established. <div data-bbox="154 1502 957 1640" style="border: 1px dashed black; padding: 5px;"> Have participants read the workable ideas that relate to their school roles, e.g., teacher, counselor, and have them react to the list. </div> <ul style="list-style-type: none"> • Suggest that Chapter VII is not an exhaustive list. <ul style="list-style-type: none"> – It provides suggestions – It is to be expanded <div data-bbox="154 1821 953 1910" style="border: 1px solid black; padding: 5px;"> Ask participants if they can think of any other unique staff development activities. </div>	<p>p. 43</p>

FACILITATOR OUTLINE	NOTES
<p>D. Sample Workshop Activity</p> <ol style="list-style-type: none"> 1. Present warm-up activity that demonstrates (a) the importance of clear communication, and (b) the effectiveness of interaction to clarify communications. <ul style="list-style-type: none"> • Have participants divide into pairs. • The pairs stand back to back. • One member of the pair holds a writing tablet and pen; the other is given a copy of a geometric drawing. • The person with the drawing describes it to the other person who is not allowed to ask questions. • The other person then attempts to reproduce the drawing. 2. After a five minute time period, the activity is temporarily stopped and a comment is made on the difficulties that result from one-way communication. 3. Participants repeat the activity, but this time questions and answers are permitted. 4. After another five minutes, the game is stopped and the drawings are compared. The second drawing should be more accurate and show the possible effect of two-way communication. <div style="border: 1px dashed black; padding: 10px; margin-top: 20px;"> <p>An optional warm-up activity may be presented. Prior to the activity, the facilitator will develop a list of famous pairs such as salt and pepper, George and Martha, Rogers and Astaire. Each half of the pair will be written on a separate small piece of paper.</p> <ol style="list-style-type: none"> 1. Have participants select a sheet of paper on which one half of a paired term or team is written. 2. Ask participants to find the other half of their pair. This technique encourages group interaction by requiring participants to move about the room and meet others. </div>	<p>p. 23</p> <div style="text-align: center; margin-top: 100px;">  <p><i>I think this is important.</i></p> </div> <div style="text-align: center; margin-top: 150px;">  <p><i>This could be fun. Let me see—famous pairs— "Tumbling Tumbleweed . . ."</i></p> </div>

FACILITATOR OUTLINE	NOTES
<ol style="list-style-type: none"> <li data-bbox="210 338 953 569">3. Once pairs are matched, have them interview each other (in their real life roles) to find out if they: (1) were born in the state in which they currently reside; (2) attended school or college in state in which they reside; (3) have made any major career changes; (4) are presently in the career for which they originally trained; (5) had any unusual occupations in their past. <li data-bbox="210 596 918 726">4. After they have completed the interviewing ask for a show of hands per question. This activity can be used to show occupational mobility, geographical mobility and the variety of careers held by participants. 	

ACTIVITY TITLE:

Summary

DURATION:

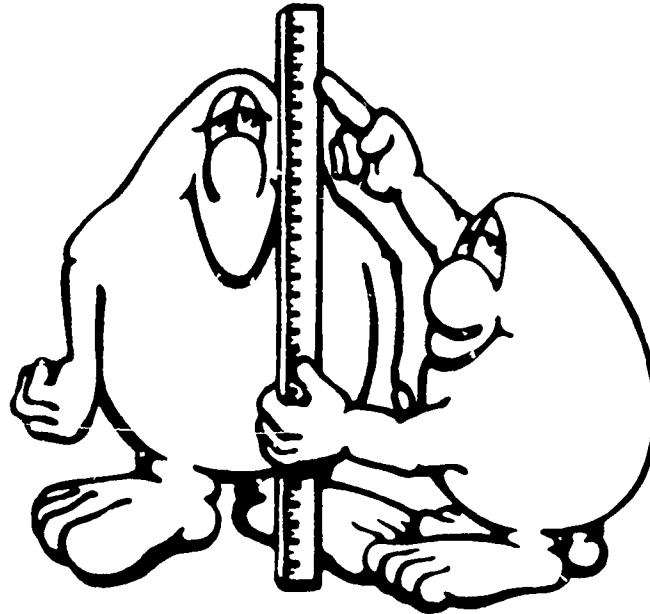
5 minutes

FACILITATOR OUTLINE	NOTES
<p data-bbox="185 457 948 489">A. Summarize major points made earlier and emphasize that:</p> <ol data-bbox="247 520 1003 940" style="list-style-type: none"><li data-bbox="247 520 1003 615">1. All who are involved with the planning and implementing of the career guidance and counseling program are considered staff.<li data-bbox="247 646 1003 720">2. In many cases, staff will need assistance in developing competencies for working with the program.<li data-bbox="247 741 1003 814">3. There is a wide variety of strategies for implementing staff development programs.<li data-bbox="247 835 1003 940">4. Staff development is a vital part of a career guidance and counseling program—effective staff development enhances the total program. <p data-bbox="185 972 932 1003">B. Stress the need for communication in staff development.</p> <ol data-bbox="247 1035 984 1140" style="list-style-type: none"><li data-bbox="247 1035 984 1077">1. Communication that is clear and understandable.<li data-bbox="247 1098 984 1140">2. Communication that is a two-way, not a one-way street. <p data-bbox="185 1161 740 1192">C. Relationship to the <i>Rural America Series</i></p> <div data-bbox="185 1224 987 1276" style="border: 1px solid black; padding: 5px;"><p data-bbox="208 1234 964 1266">Show the transparency, "The Rural America Series," p. IX-22.</p></div> <ol data-bbox="247 1318 969 1612" style="list-style-type: none"><li data-bbox="247 1318 969 1413">1. Point out that staff development is a support function, i.e., it helps to provide the necessary staff support for a career guidance and counseling program.<li data-bbox="247 1444 969 1518">2. Note that in reality it cuts across all phases of the program (planning, implementing and evaluating).<li data-bbox="247 1539 969 1612">3. It should occur frequently (5-6 times a year or more) rather than infrequently if it is to be effective.	

LISTING OF PARTICIPANT MATERIALS

Materials	Page(s)
Staff Development: Doing the Job	IX-14
Staff Development: Techniques for Workers	IX-15
Module Specific Evaluation Questionnaire (To be used only if this module is used independently of others)	IX-17

STAFF DEVELOPMENT: DOING THE JOB



The term Staff Development presumes that *all* staff, not just faculty, can grow professionally by developing more positive attitudes, skills and understandings of the role of career guidance in the career development of all students. The following strategies can be useful in accomplishing total staff development, a basic support function of the career guidance program.

- Field trips to work sites
- Memos, house organs, newsletters, etc.
- Cooperative peer observation to develop positive attitudes
- Workshops, seminars, professional meetings
- Interaction with community members, e.g., committees, service clubs
- Continuing education
- Others

STAFF DEVELOPMENT: TECHNIQUES FOR WORKSHOPS

Sample Learning Activities

Brainstorming

In a brainstorming session, participants spontaneously express their thoughts about a specific problem. It is a let-yourself-go session that calls for ingenuity and creativity in seeking a solution to a problem. Brainstorming is used to elicit both numerous and novel ideas.

Case Study

The case study provides a description of a realistic situation that the workshop participants are encouraged to consider and for which they resolve problems as if they were personally involved. There are numerous problem situations related to planning, implementing, and evaluating career guidance programs that can be presented to workshop participants.

Demonstrations

Demonstration is the procedure of doing something in the presence of workshop participants to show them how to do it themselves or to illustrate a point. The workshop leader should be sure that the demonstration meets a necessary instructional need. The effectiveness of this instructional technique depends on participants having a clear view of what is being presented.

Group Discussions

There are two basic types of group discussion—structured and unstructured. Structured group discussions adhere to a topic or a problem which participants want to decide, solve, or conclude. This type of discussion is generally directed by the workshop leader.

Unstructured discussion provides for informal group sessions that move freely and adjust to the expressed interests of participants.

In-Basket

This technique is used to develop decision-making skills which focus on participants' abilities to set priorities and carry out tasks. Workshop participants are asked to assume the roles and responsibilities of specific staff members. They are provided written information in memo form about a number of tasks that they must complete. Workshop participants must determine which tasks they would attend to and in what order.

Role Playing

Role playing is an instructional technique in which workshop participants assume roles other than their own. During the workshop, structured settings are described and participants have the opportunity to express feelings, work out problems, and experience other persons' roles.

Objectives of a role playing situation are to suggest alternative solutions to a problem, to gain an understanding of another's feelings, or to gain an experience in new situations. The situation should be clearly presented to workshop participants.

Simulation

A simulation is a representation of significant or central features of reality that requires workshop participants to become actively involved in an experience rather than merely witness it. Simulation is a broad term and includes many techniques such as in-basket, case study, and role playing.

Symposium

A symposium consists of a group of brief presentations on various aspects of a particular issue or problem. Generally, after the prepared presentations, speakers participate in a panel discussion and/or answer questions raised by workshop participants.

Lists similar to the one above, for other staff members are included in the *Staff Development Handbook*, pp. 43-51.

RURAL AMERICA SERIES

Module Questionnaire: Staff Development

NAME (Optional) _____ TITLE _____

INSTITUTION _____

ADDRESS _____ TELEPHONE _____

DIRECTIONS: Directions for responding to this brief questionnaire are given with each specific question. Your responses will be used to improve the module structure and format.

1. On the left indicate the degree to which the module helped you in gaining the understandings and skills listed below. On the right provide brief comments on how the module could be improved for those sections marked "NONE" or "SOME."

Degree of Growth				Understandings/Skills	Comments
NONE	SOME	MUCH	VERY MUCH		
1	2	3	4	Increased understanding of the term guidance staff.	
1	2	3	4	Increased understanding of types of staff development strategies.	
1	2	3	4	Increased understanding of workable staff development ideas.	

2. To what extent were the materials, processes, and organizational aspects of the module successfully used in the presentation and delivery of the module. For those materials, processes, or organizational aspects that you marked as "unsuccessful" or "slightly successful" provide brief comments as to how they might be improved.

Success				Materials/Processes	Comments
UNSUCCESSFUL	SLIGHTLY	MODERATELY	VERY SUCCESSFUL		
				Materials	
1	2	3	4	Transparencies	
1	2	3	4	<i>Rural America Series</i> handout	
				Processes	
1	2	3	4	Lecture Presentations	
1	2	3	4	Question and Answer Sessions	
				Organizational Aspects	
1	2	3	4	Module Organization in Terms of the Logical Flow of Ideas	
1	2	3	4	Important Concepts Reinforced	
1	2	3	4	The Mix of Activities Helpful in Maintaining Interest	

3. Indicate those aspects of the module that you *liked most* and those that you *liked least*.

Liked Most

Comments

Liked Least

Comments

4. **SUGGESTIONS:** Please provide any suggestions or comments that you have for improving the workshop, workshop materials, etc.

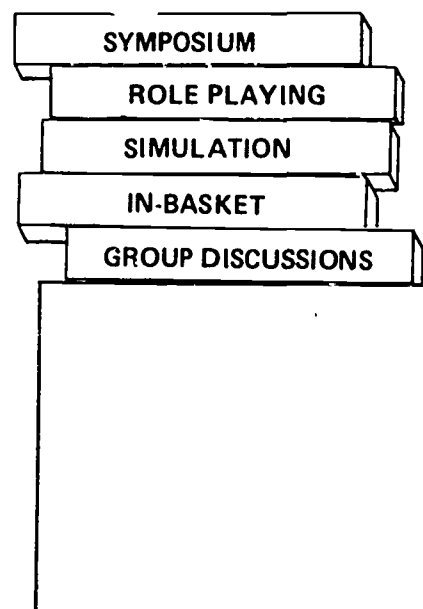
Thanks for your help.

LISTING OF TRANSPARENCY MASTERS

Transparency	Page(s)
Staff Development: Techniques for Workshops	IX-21
Rural America Series	IX-22

STAFF DEVELOPMENT: TECHNIQUES FOR WORKSHOPS

CASE STUDY



THE RURAL AMERICA SERIES (HANDBOOKS)

PROBLEM IDENTIFICATION

Support Information

State of the Art

Model

Career Guidance
Resources

Planning Process

Planning and
Implementation

Needs
Assessment

Behavioral
Objectives

Resource
Assessment

Evaluation

PROBLEM RESOLUTION

Career Guidance & Counseling Strategies

Career Counseling

Desk Reference

Individualized
Counseling and
Placement

Transitional
Career Placement

Career Guidance
Practices

Support Functions

Staff
Development

Community
Relations and
Involvement

Community
Perspectives

Supplemental Areas

Facilitator's
Guide

Cooperative
Agreements

Case Studies

SUPPLEMENTS TO THE *RURAL AMERICA SERIES* (1978)

Increasing Guidance Effectiveness Through School-Community Cooperation

From Idea to Action: Career Guidance Plans of Rural and Small Schools

Facilitator's Guide to Staff Training for the *Rural America Series*

RURAL AMERICA SERIES (1976-77)

Career Guidance Program Support Information Documents

State of the Art Review
Life Role Development Model
Career Guidance Resources

Career Guidance Program Process Handbooks

Planning and Implementation
Career Development Needs Assessment
Behavioral Objectives
Resource Assessment
Deciding Via Evaluation

Career Guidance and Counseling for Groups and Individuals Handbooks

Career Counseling in the Rural School
Desk Reference: Facilitating Career Counseling and Placement
An Individualized Approach to Career Counseling and Career Placement
Transitional Career Placement in the Rural School
Career Guidance Practices

Career Guidance Program Support Functions Handbooks

Staff Development
Community Relations and Involvement
Rural Community Perspectives Toward Career Development

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